

## **KENTUCKY DEPARTMENT OF EDUCATION**

### **STAFF NOTE**

#### **Action/Discussion Item:**

702 KAR 5:229, Recognition and Support for Schools and Districts

#### **Applicable Statute or Regulation:**

KRS 158.6453, 158.6455, 160.345

#### **History/Background:**

***Existing Policy.*** Senate Bill 1 (SB1), passed by the 2009 Kentucky General Assembly, outlined significant changes to Kentucky's assessment and accountability program. SB1 created a three-year interim period (2008-2009, 2009-2010 and 2010-2011) with a new assessment and accountability system beginning in 2011-2012. The legislation establishes multiple assessment requirements, but charges the Kentucky Board of Education (KBE) to create the new accountability system to classify districts and schools.

Commissioner Terry Holliday and staff in the Kentucky Department of Education have proposed a new assessment and accountability model to facilitate critical discussions with educators and stakeholders. The model offers a balanced approach organized around the KBE's four strategic priorities for next generation learners, professionals, support systems and schools/districts.

Feedback from discussions with educators and stakeholders, direction from the Kentucky Board of Education and data simulations continue to refine the Next Generation Learners component and broader model. When Kentucky's accountability model is fully developed and operational, schools and districts will be placed into a classification (i.e., distinguished, proficient, needs improvement and persistently low-achieving). For each classification, the KBE must determine how to recognize success and assist toward improvement.

Proposed new language contained in the attached regulation establishes measures to recognize school and district success and to determine support that will need to be provided to schools whose scores reflect that need.

The April KBE meeting will offer the KBE the opportunity to review and provide input on initial proposed regulatory language. The proposed regulation will come back to the June meeting for final approval.

#### **Impact on Getting to Proficiency:**

The new recognition and support system will establish ways to communicate schools/districts academic successes publicly and will provide direction and support to schools and districts to help assure student success.

**Groups Consulted and Brief Summary of Responses:**

The School Curriculum, Assessment and Accountability Council (SCAAC) provided input on the proposed regulatory language at their March 15 meeting. District Assessment Coordinators, Educational Cooperatives and other advisory groups will begin to discuss the recognition and support provisions and their role in the broader accountability model. Also, the Local Superintendents Advisory Council will review the proposed regulation at its April meeting and that body's feedback will be shared at the April KBE meeting. All feedback will be shared with the board.

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**Commissioner of Education****Date:**

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